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ABSTRACT

Project SELECT (Strategies for Equalizing and Linking Education and Career Training) is a means of promoting sex equity in vocational education and career preparation. SELECT consists of three handbooks for middle or junior high school students, teachers, and parents and a resource booklet entitled "Women at Work." These materials are designed to help show that significant change is occurring in vocational education due to the increased number of women now working outside the home and other changes taking place in American society. This document is the handbook for parents, which includes the following information: background information on project SELECT; changing career choices and options for both males and females; barriers in vocational education which relate to sex-role stereotypes; the role of parents and the home in influencing the attitudes of youth toward work, school, and the larger society; myths in sex-role stereotyping; sex equity laws; and occupational information and employment statistics. Also included are some ideas and resources that parents can use in helping their children make unbiased career plans. (BM)

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SELECT...

from all your options

Parent Guide

TO VOCATIONAL EDUCATION

By
Shirley B. Cathie

Spring, 1979

Produced By
Educational Improvement Center-Central
Thomas J. Rookey, Executive Director

In Cooperation With

New Jersey State Department of Education
Division of Vocational Education and Career Preparation
Office for Equal Access

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FOREWORD

As educators work in the area of vocational education and career preparation, directly or indirectly with students and adults, there has been a growing recognition of a need to prepare educational materials and guides that would assist in overcoming sex bias and sex stereotyping in vocational education. These handbooks have been prepared with the hope that they will foster this concept and help to open all vocational and career preparation options to all students.

Changes in our society...in the home, the school and the labor market indicate the importance of eliminating sex bias in all educational programs, but most especially in vocational education.

We are grateful for the cooperation of colleagues who provided assistance in compiling the material for this series of handbooks. We appreciate the expertise of Ms. LAURA LA ROSA and MARY LOU NEWMAN for typing services and illustration suggestions, respectively. Also JANE FREEDMAN and CATHIE RIZZIELLO.

We are especially indebted to Ms. GLADYS W. MAJETTE, Rutgers Intern, who spent many hours assisting in the preparation of these handbooks and for her special interest and encouragement.

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INTRODUCTION

Project SELECT (Strategies for Equalizing and Linking Education and Career Training) is a means of promoting sex equity in vocational education and career preparation.

SELECT consists of three handbooks for middle or junior high school students, teachers and parents and a booklet entitled, Women at Work. These booklets are designed to help show that significant change is occurring in vocational education due to the increased number of women now working outside of the home, and other changes taking place in our American society.

Both females and males need to be aware of jobs and occupations. Students will need to know the educational preparation needed to fill those jobs. Women and men are working side by side in business and industry, and persons of both sexes must be given equal opportunity to select among the many options that are available. Schools are responsible by law, to provide students an education free of sex bias, sex stereotyping and sex discrimination.

Sex Bias is ...any behavior which results from the assumption that one sex is superior to the other.

Sex Role Stereotyping...occurs when certain behaviors, abilities, interests, values and roles are assigned to individuals or groups of individuals on the basis of their sex.

Sex Discrimination...is any action which limits or denies an individual privileges, roles or rewards on the basis of their sex.

Because there are almost as many women as men in the labor force, both women and men and young people must be encouraged to choose careers for which they are best suited. Career awareness and career exploration is essential to career preparation for girls and boys. Some of these youngsters may be interested in vocational education. Be supportive and help foster sex equity in vocational education programs for all students.

Project SELECT

Given young children's understanding of the status hierarchy of occupations and their stereotypes of occupational roles by sex, there should be a clear demonstration of the worth of satisfaction in each occupation and its availability to everyone regardless of sex or ethnicity.

--National Institute of Education

In light of the changes in our society and the need to prepare youth, both sexes, for productive and satisfying lives when they leave school for work, the following statements express our feelings about equal opportunity for all students in vocational education and career preparation.

We believe:

- . It is the responsibility of the school, the home, the community, business and industry to ensure sex fairness in vocational education and career preparation for all students.
- . Quality vocational and career preparation programs provide awareness, exploratory and orientation to programs and jobs for both females and males. (Apprenticeships and Cooperative Programs included).
- . That it is our responsibility to assist all students to overcome sex barriers and to achieve sex fairness in vocational education and career preparation.
- . Young women and young men can and should cross over traditional vocational and occupational lines, learn new skills that will prepare them for the changing job market and demands for new jobs in the future.

- . Both female and male students must be encouraged to SELECT educational experiences that are practical, realistically attainable and which help them to personal growth. As a result they will realize their talents, improve their skills and lead productive, satisfying lifestyles, serving themselves, their family and their community.
- . That the laws requiring schools to implement strategies for the elimination of sex bias and sex role stereotyping can best be done when schools, students and parents, and the community (Business and Industry) cooperate to improve opportunities for strong sex fair vocational educational programs and job opportunities.
- . That efforts to improve existing programs and to develop new ones must aim "to ELIMINATE SEX BIAS AND SEX ROLE STEREOTYPING" to give youth the best possible chance of selecting and preparing for the many vocational and career options available to them.

WHY THE SELECT SERIES

Parents, students and teachers are working together for change in vocational education and career preparation. Many old traditions and practices need to be changed.

As youngsters we were told that boys should be policemen and girls should be secretaries. But, today what's wrong with a female police officer and a male secretary? When one assigns special jobs and behavior patterns to persons because of their race, sex, religion, national origin or for most any other reason... this is known as stereotyping people. Stereotyping is discrimination, and discrimination is damaging to both sexes. There were "female" and "male" roles. There were "female" and "male" jobs and there was "female" and "male" training. This is part of the history and development of vocational programs needed in the past...but not for these times. Times have changed! Although many people still believe in the old sex stereotyped methods, others are working very hard to change them and thus make it much easier for both males and females to pursue their interests in vocational education.

The problem of sexism really is quite an old one and it is a dual problem which is detrimental to both males and females. These series are concerned with vocational education and career preparation for all students. Think about this quote:

Nothing can be more absurd
than the practice which prevails
in our country of men and women
not following the same pursuits
with all their strength and with one mind,
for thus the state, instead of being a whole,
is reduced to a half.

Plato

WHAT IS SELECT ABOUT?

Select is a series of three handbooks; one each for STUDENTS, PARENTS, and TEACHERS. A fourth book in this series is entitled: WOMEN AT WORK. The Handbook for Students is designed to help them:

- _____ Think about the many career options open to them
- _____ understand the changes taking place at home, in school and at work
- _____ consider non-traditional careers
- _____ become aware of laws promoting sex equity in education
- _____ explore their interest, abilities and training needs
- _____ plan their life at school for the future with parent(s) and teachers as a team working together.

Students, parents and teachers working together will be better able to create exciting, realistic career plans suitable for them regardless of who they are!

YOUR SELECT PLANNING TEAM



We hope that you will use this handbook as a guide and seek other information about the areas that interest your child. Also review and discuss with your child the material presented in the handbook for students.

SELECT...from all your vocational and career options!

The Real Problem

Boys are reluctant to try courses in homemaking and health related occupations such as nursing. Girls have not enrolled in traditionally male dominated vocational/technical programs. Boys and girls need various skills for life and work. Esther E. Diamond, Editor, Science Research Associates, Chicago (1975) said:

The assumption that the characteristics necessary for satisfaction and success in a particular field or occupation are associated with being male or being female is, at long last losing its grip-- but too, too slowly.

Labor Department reports tell us that although women work in all occupations, they are predominately in clerical and other low-level jobs, and that even in professional and technical occupations about two-thirds of the women are employed as nurses or teachers, mainly in the primary grades. Men, too, have been discouraged from looking at the total occupational spectrum - including secretarial work, primary school teaching, nursing, dietetics, and other fields that have been stereotyped as women's work.

Society is changing. Families are changing lifestyles and traditional roles. Technological advances have had some effect. Career and occupational opportunities are expanding for both males and females. More and more women are joining the labor force and schools must share in the responsibility for training for equal opportunity and entrance into the labor force. Girls and women as well as boys and men must be encouraged

to cross over traditional lines to participate in training which will best fit them for presently available occupations and occupations that will be open in the future.

Home and school working together should help youngsters mount barriers which inhibit and narrow the range of career choices and occupational options from which they may select.

Schools must, by law, change their program offerings, recruitment, and counseling practices to attract students to vocational training which today holds promise for entry into the work world. Forecasts for future jobs indicate a decided increase in the demand for professional and technical workers. Skills training is needed.

According to Vocational Preparation for Women: A Critical Analysis: by Steiger:

...People looking for jobs through 1985 should consider craft and industrial jobs, for that is where there will be openings in excess of supply. There will also be expanded employment in managerial, clerical and sales work...

...The labor market projections seem to indicate that women preparing for employment would do well to look beyond traditional "women's jobs" and consider the opportunities in previously male fields.

By the year 2000 it is expected that men and women will be participating in the work force in approximately equal numbers. Today women comprise about 41% of the total paid work force.

BLASTING BARRIERS

Barriers are things that block or stop! Barriers in vocational education are being BLASTED. Barriers are created when girls and boys are guided into traditional programs that are for females only, and males only. Barriers are created when people do not have free choice. Barriers are not always set up on purpose. Old ways can become barriers...treating boys and girls differently because of their sex has become a barrier...and **MUST** be Blasted!

Sexism and sex-role stereotyping **MUST** be blasted!



People are breaking through barriers in order to find out what are their interests and aspirations.

Some people have to break through different barriers to take advantage of opportunities that come to them.

**BLASTING BARRIERS is Sometimes Necessary to
Overcome Sexism in Vocational Education**

Sometimes people have to break through many barriers in order to realize their interests and aspiration or to take advantage of opportunities that come to them. As individuals students are in a developmental process of preparing for life in a large, complex society. Keep in mind that goals and aspirations are based on::

- Interests:** There are a number of methods available to help you determine where your child's interests lie. Certainly the most important measurement is what one enjoys doing.
- Abilities:** Apart from achievement in normal school work, various assessment surveys are available to determine where interests lie. Visit the career resource center or guidance counselor for further assistance.
- Values:** Your values play an important part in the process of selecting an occupation, but at the same time are harder to describe. Basically, it is the rate of importance at which you view something. Values are affected by family, teachers generally, the environment in which you live.

Some Quotes

A child, by the time school life begins, has spent five years at home where often dolls are designated for girls, trucks and guns for boys. Roles have been set by adults who want boys to be "all boy" and girls to be "feminine." Golden and Hunter (1974)

Parents, school and , eventually, the larger society influence children. Each has its own set of values. Each has its own set of rules and each has its own set of biases. Each has its own set of standards. Each has expectations for its youth. Many of these expectations serve to limit, seriously, rather than foster the chances of youth achieving their own goals and thus becoming capable, productive, self actualized women and men.

The problem is real. Youth today, male and female, need to be aware of the pressures on them to remain in stereotyped roles no matter how outmoded they may be. This has been particularly true in some aspects of education. Vocational education is an example of traditionally, male dominated, male oriented vocational school programs. Fortunately, this is changing.

The issue of sex role stereotyping in schools is timely and has gained increasing attention from children, parents, teachers, administrators and legislators. More and more people are demanding that sex bias be broken, and they believe the logical place to begin is in the schools. Golden and Hunter (1974)

PARENTS and HOME

The home is one of the most influencing factors on the attitudes of youngsters towards work, school and the larger society. This handbook was developed because of the widely recognized need to encourage parents to involve themselves in the career development of their children. Boys and girls need direction and encouragement from home to pursue education and occupations that are commensurate with their interests, ability, aptitude and eventually opportunities to find a job after the school experience is terminated.

The law says that males and females have the right to equal opportunity to explore vocational and career developmental programs in school regardless of their sex or race, national origin or handicap. In New Jersey some change is occurring.

Parents are significant educational resources, also they are teachers of their children. As parents working together with educators you can encourage and support your child who may feel strongly about selecting a non-traditional career or vocation.

This book is one of a series...Student, Teacher, and Parent, designed, specifically, to assist this important triad in recognizing more fully the variety and scope of careers and vocational options available. We hope that you will recognize the importance of your role in the promotion of sex-fair vocational education through the use of these materials. No definite career decision need be made now. Explore with your child a number of alternatives. Keep in mind the change occurring in the job market. The demand for vocationally trained women and men will increase. Help your child select wisely!

The Changing Family

Did you know that.....

1. The rate of divorce has more than doubled between 1963 and 1976. Almost 3 out of every 10 marriages now end in divorce. The high percentage of remarriages for divorced or widowed people indicates that marriage is still popular.
2. Young people are waiting until a later age to marry. By 1976, 72 percent of 19 year old women were single compared to 60 percent in 1960. In the 20 to 24 year old category, more than 62 percent of males and 42 percent of females were single in 1976 compared to 53 percent of males and 28 percent of females in 1960.
3. The number of people per household is decreasing. In 1790 the average household had 5.7 people. In 1960, the average household had 3.3 people and in 1978 the average household had 2.8 people.
4. More children are living with one rather than two parents. In 1976, 80 percent of all children under 18 years of age lived with two parents (at least one of whom was a natural parent) compared to 88 percent in 1960.
5. Even when women are employed, household work continues to be woman's work. A 1976 survey of families reported that even when employed, wives assume the major responsibility for household work. Although almost half of today's family have both husband and wife employed, the husband and children do not dramatically increase their contribution to household tasks.
6. The inability to adapt to changing roles causes increased marital and family conflict. More young men than women believe the woman's place is in the home. Men seem to have more difficulty in expanding their roles beyond traditionally stereotyped limits than women do.
7. Forty-eight percent of all U.S. wives are employed or actively looking for jobs, a jump of ten percent in the last decade.
8. The 1978 Census Bureau report indicates that about eight million out of the nation's 76 million households are headed by women with no husband present.
9. Eleven percent of households in 1978 are maintained by a single person who has never married compared to seven percent in 1970.

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THE MYTH AND THE REALITY

The Myth

A woman's place is in the home.

Women are not seriously attached to the labor force; they work only for extra pocket money.

Women are out ill more than male workers; they cost the company more.

Women do not work as long or as regularly as their co-workers; their training is costly--and largely wasted.

The Reality

Homemaking in itself is no longer a full-time job for most people. Goods and services formerly produced in the home are now commercially available; labor-saving devices have lightened or eliminated much work around the home.

Today more than half of all women between 18 and 64 years of age are in the labor force, where they are making a substantial contribution to the Nation's economy. Studies show that 9 out of 10 girls will work outside the home at some time in their lives.

Of the nearly 34 million women in the labor force in March, 1973, nearly half were working because of pressing economic need. They were either single, widowed, divorced, or separated or had husbands whose incomes were less than \$3,000 a year. Another 4.7 million had husbands with incomes between \$3,000 and \$7,000. (1)

A recent Public Health Service study shows little difference in the absentee rate due to illness or injury: 5.6 days a year for women compared with 5.2 for men.

A declining number of women leave work for marriage and children. But even among those who do leave, a majority return when their children are in school. Even with a break in employment, the average woman worker has a worklife expectancy of 30 years as compared with 43 years for the average male worker. The single woman averages 45 years in the labor force.

Studies on labor turnover indicate that net differences for men and women are generally small. In manufacturing industries the 1968 rates of accessions per 100 employees were 4.4 for men and 5.3 for women; the respective separation rates were 4.4 and 5.2.

Married women take jobs away from men; in fact, they ought to quit those jobs they now hold.

Women should stick to "women's jobs" and should not compete for "men's jobs."

Women do not want responsibility on the job; they do not want promotions or job changes which add to their load.

The employment of mothers leads to juvenile delinquency.

There were 19.8 million married women (husbands present) in the labor force in March, 1973; the number of unemployed men was 2.5 million. If all the married women stayed home and unemployed men were placed in their jobs, there would be 17.3 million unfilled jobs.

Moreover, most unemployed men do not have the education or the skill to qualify for many of the jobs held by women, such as secretaries, teachers and nurses.

Job requirements, with extremely rare exceptions, are unrelated to sex. Tradition rather than job content has led to labeling certain jobs as women's and others as men's. In measuring 22 inherent aptitudes and knowledge areas, a research laboratory found that there is no sex difference in 14, women excel in 6, and men excel in 2.

Relatively few women have been offered positions of responsibility. But when given these opportunities, women, like men, do cope with job responsibilities in addition to personal or family responsibilities. In 1973, 4.7 million women held professional and technical jobs, another 1.6 million worked as non-farm managers and administrators. Many others held supervisory jobs at all levels in offices and factories.

Studies show that many factors must be considered when seeking the causes of juvenile delinquency. Whether or not a mother is employed does not appear to be a determining factor.

These studies indicate that it is the quality of a mother's care rather than the time consumed in such care which is of major significance.

Men do not like to work for women supervisors.

Most men who complain about women supervisors have never worked for a woman.

In one study where at least three-fourths of both the male and female respondents (all executives) had worked with women managers, their evaluation of women in management was favorable. On the other hand, the study showed a traditional/cultural bias among those who reacted unfavorable to women as managers.

In another survey in which 41 percent of the reporting firms indicated that they hired women executives, none rated their performance as unsatisfactory; 50 percent rated them adequate; 42 percent rated them the same as their predecessors; and 8 percent rated them better than their predecessors.

(1) The Bureau of Labor Statistics estimate for a low standard of living for an urban family of four was \$7,386 in autumn, 1972. This estimate is for a family consisting of an employed husband aged 38, a wife not employed outside the home, an 8-year-old girl, and a 13-year-old boy.

U.S. DEPARTMENT OF LABOR
Employment Standards Administration
Women's Bureau
Washington, D.C. 20210

SEX EQUITY

A TIME FOR CHANGE

Walk into a school today and you might see women in auto shops, welding classes, printshops and electronics. More than a decade ago, a young woman in these classes would have been quite unusual, but our society is changing rapidly. The single most significant societal change over the last 10 years has been the increasing number of women entering the labor force. In 1920 the labor force was 20% female. In 1978 the percentage of women in the labor force had grown to 41% female. (U.S. Department of Labor, Women's Bureau)

Women work for the same reason that men work -- self-fulfillment, career development and primarily economic necessity. As a matter of fact, 68% of working women either support themselves, their children or make essential contributions to the family income. (U.S. Department of Labor, Bureau of Labor Statistics 1974)

The traditional belief that paid employment is something a woman does between school and marriage no longer has credibility. Ninety percent of women are in the labor force for some portion of their lives and the average woman is employed for 22.9 years. (U.S. Department of Commerce, Bureau of the Census)

However, a definite imbalance exists between male and female workers -- in representation and earnings. Women are generally secretaries, typists, food service workers, child care workers, sales clerks, nurses and teachers. The U.S. Department of Labor notes that 35% of women are employed as clericals and 18% are employed as service workers, other than private domestics. Women are represented in relatively few occupations that are relatively low-paying. This imbalance in representation of men and women in the labor force and the fact that most women are not members of unions has led to significant wage differences between men and women as groups.

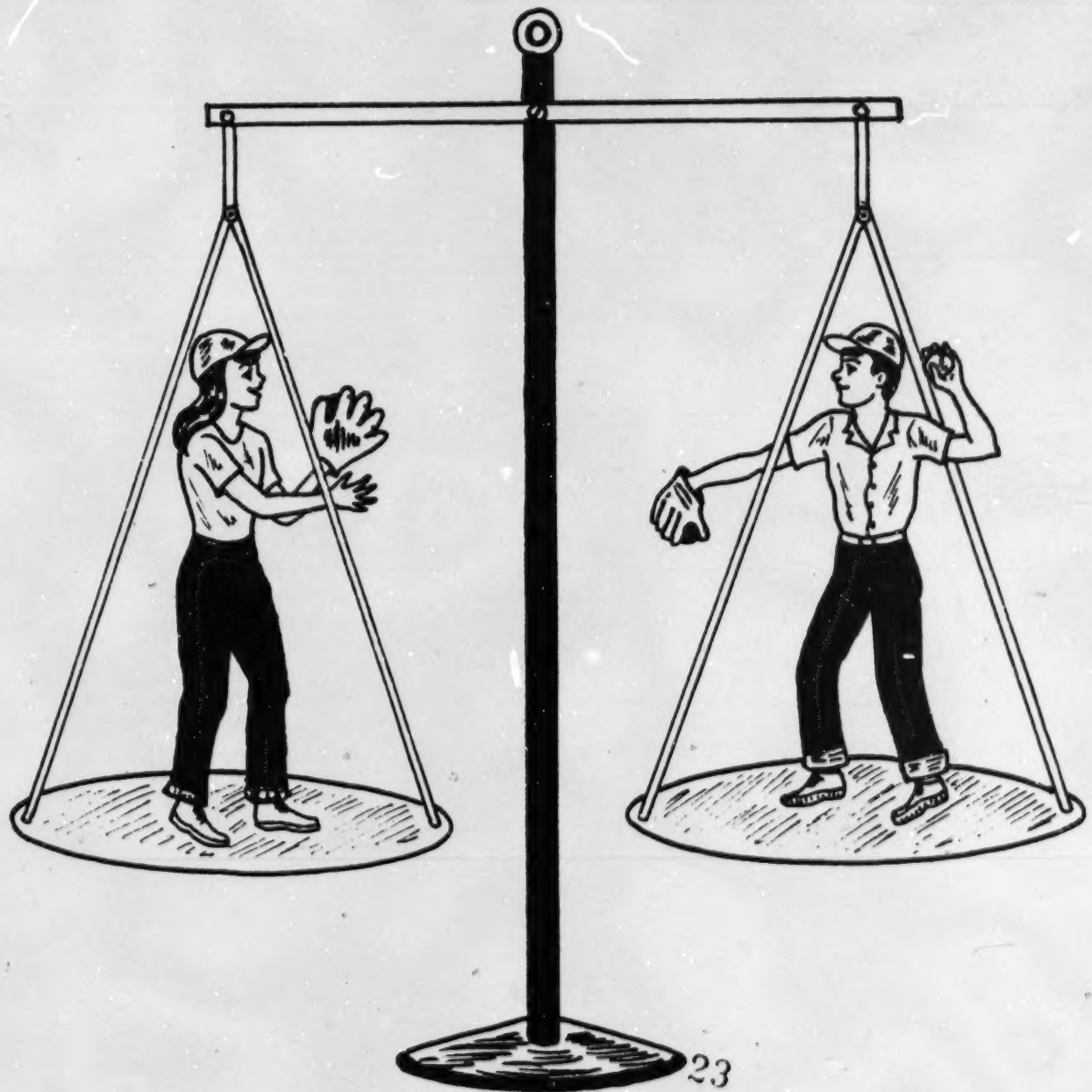
In 1956 women's earnings were only 64% of men's earnings. In 1974 the gap had widened to 57%. It would appear, therefore, that while increasing numbers of women are working, the opportunities for work in all occupations has not been growing at the same rate. See Figure 2.

To eliminate the widening earning gap between men and women, women can be encouraged to seek training and employment in nontraditional fields which might offer higher earnings, higher status and opportunities to advance.

In a country of 215 million people with a large, diverse work force, it is important that all workers have access to all jobs for which they are qualified. To accomplish this goal, stereotypes must be eliminated. In providing equal opportunity, there can be no such jobs as "women's jobs" and "men's jobs." While women have been concentrated in a few occupations, men have avoided positions as nurses and child care workers because of the stereotypes and the stigma they would have to bear in holding a women's job.

Source: J. Walker, Director, Office for Equal Access, Division of Vocational Education, Trenton, New Jersey

LAWS... HELP BALANCE THE SCALES



THE LAW OF THE LAND

Chronology of the laws against discrimination

1945 Original law against discrimination passed in New Jersey, the Division Against Discrimination in the State Department of Education and prevented discrimination in employment by employers, employment agencies and labor organizations.

1949 New Jersey Law Against Discrimination extended to include accommodations including schools.

1954 The Supreme Court of the United States ruled against racial discrimination in public schools.

1961 Executive Order 10925 - The first requirement of affirmative action to increase the employment of blacks and other minorities in those sections of private firms involved in federal contracts.

1962 Age discrimination added to the New Jersey Law Against Discrimination and coverage extended to include labor apprenticeship and other training programs.

1963 Equal Pay Act as amended by Education Amendments of 1972 prohibited discrimination in salaries and fringe benefits on the basis of sex.

1964 Title VI of the Civil Rights Act of 1964 barred discrimination against students on basis of race, color or national origin.

Title VII of the Civil Rights Act of 1964 barred discrimination against employees on basis of race, color, religion, sex or national origin in employment agencies and labor organizations with 15 or more employees.

1965 Executive Order 11246 as amended by 11375 required firms holding federal contracts of \$10,000 or more to provide equal employment through all their business operations and required affirmative action programs.

1970 New Jersey Law Against Discrimination extended to include discrimination in housing, public accommodations and employment because of sex or marital status.

1972 Equal Employment Act prohibited discrimination against employees on the basis of race, color, religion, sex or national origin in businesses with 15 or more employees including state and federal governments and educational institutions.

* **1972** Title IX of the Education Amendments of 1972 barred discrimination against students and employees on the basis of sex in all education agencies and institutions receiving federal assistance. New Jersey Education Law 18A: 3620 barred discrimination on basis of race, color, creed, sex or national origin in admissions to public schools in the state.

1973 New Jersey State Board Resolution on Equal Rights for Women ensures equal access to education for female students in New Jersey schools.

1976 Title II of the Education Amendments of 1976 requires that states develop and carry out such programs of vocational education so as to overcome sex discrimination and sex stereotyping in vocational education including programs of homemaking, and thereby furnish equal educational opportunities in vocational education to persons of both sexes.

1977 Section 3 of the Career Incentive Education Act provides that assistance in promoting equal opportunity in making career choices through the elimination of sex bias and stereotyping be available to educational institutions and agencies.

Note: New Jersey has been a leader in eliminating discrimination.

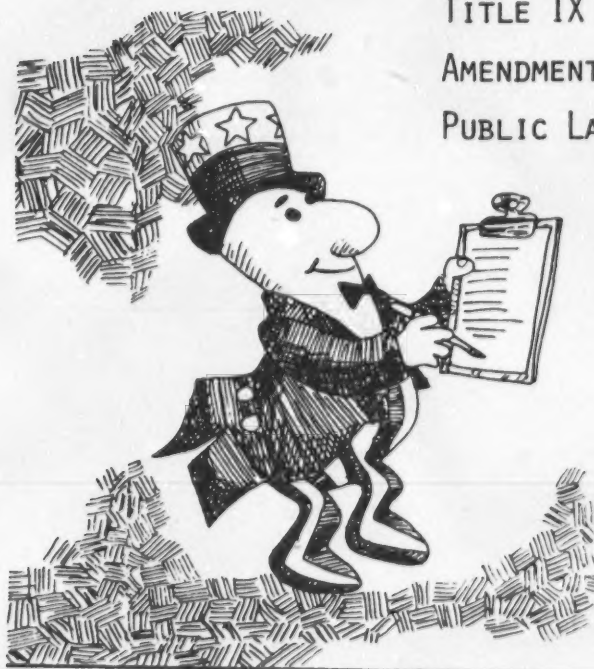
"If you follow the progression of these laws, it's obvious that this society is placing a high priority on achieving a balanced state of equity for all its citizens."

Source: A New Age is Born, Office for Equal Access, New Jersey State Dept. of Ed. Div. of Vocational Education and Career Preparation

TITLE IX.

"NO PERSON IN THE UNITED STATES SHALL,
ON THE BASIS OF SEX, BE EXCLUDED FROM
PARTICIPATION IN, BE DENIED THE BENEFITS
OF, OR BE SUBJECTED TO DISCRIMINATION
UNDER ANY EDUCATIONAL PROGRAM OR ACTIVITY
RECEIVING FEDERAL FINANCIAL ASSISTANCE."

TITLE IX OF THE EDUCATION
AMENDMENTS OF 1972
PUBLIC LAW 92-318.



TITLE II

OF THE
VOCATIONAL EDUCATION SECTION
OF THE EDUCATION AMENDMENTS
1976 (P.L. 94-482)

THE VOCATIONAL EDUCATION AMENDMENTS
OF 1976 BECAME LAW ON OCTOBER 12,
1976

PL 94-482 STATES THAT IT IS
THE PURPOSE OF THE VOCATIONAL
EDUCATION TITLE II TO
ASSIST STATES TO:...

.TO OVERCOME SEX DISCRIM-
INATION AND
.SEX STEREOTYPING IN VOCA-
TIONAL EDUCATION

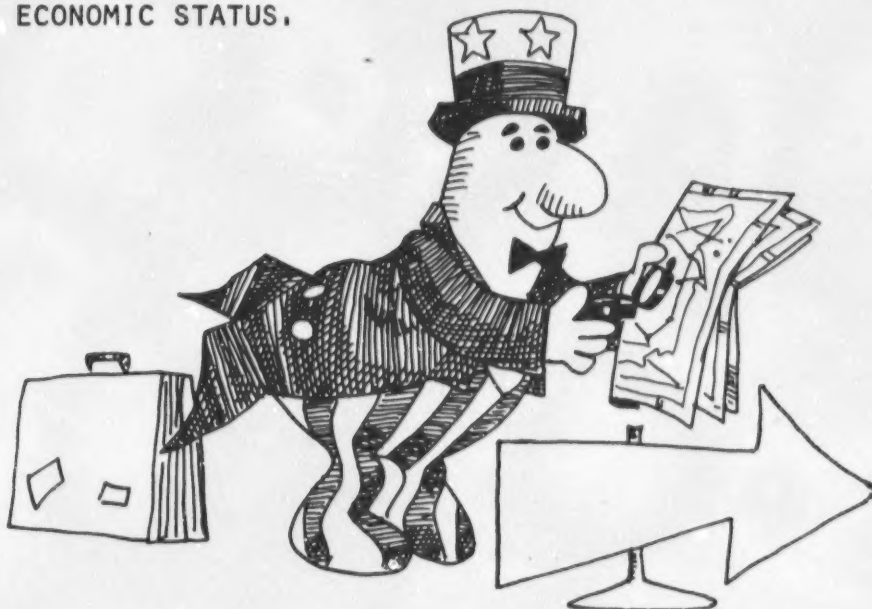


TITLE 6

New Jersey Education Law States...

NO STUDENT SHALL BE DENIED ACCESS TO OR BENEFIT FROM ANY EDUCATIONAL PROGRAM OR ACTIVITY SOLELY ON THE BASIS OF RACE, COLOR, CREED, RELIGION, SEX, ANCESTRY, NATIONAL ORIGIN, OR SOCIAL, OR ECONOMIC STATUS.

THERE SHALL BE NO DIFFERENTIAL REQUIREMENTS FOR COMPLETION OF COURSE OFFERINGS OR COURSES OF STUDY SOLELY ON THE BASIS OF RACE, COLOR, CREED, RELIGION, SEX, ANCESTRY, NATIONAL ORIGIN, OR SOCIAL OR ECONOMIC STATUS.



STATE OF NEW JERSEY

Department of Education

State Board of Education

EQUALITY IN EDUCATIONAL PROGRAMS

6:4-1.1 Purposes and Objectives

The New Jersey Constitution and implementing legislation guarantee each child in the public schools equal educational opportunity regardless of race, color, creed, religion, sex, ancestry, national origin, or social or economic status. To assure these basic rights the Commissioner of Education and the State Board of Education have developed these regulations which specifically implement N.J.S.A. 18A:36-20 and the State Board of Education Resolution concerning sex equality in educational programs. These regulations have also been developed in conformity with relevant Federal and State statutes concerning discriminatory conduct.

6:4-1.2 Definitions

(a) "Discriminatory practices" shall mean an action or failure to act based upon race, color, creed, religion, sex, ancestry, national origin, or social or economic status.

(b) "Educational activities and programs" shall mean all activities and programs conducted or sponsored by the school either during the school day or after regular school hours.

(c) "School" shall mean every public elementary or secondary school, every regional school, every county vocational school, or any other public institution providing special or general educational services to students from grades K through 12.

6:4-1.3 Policy Development

(a) Each local school district shall develop a policy of equal educational opportunity to be adopted as a resolution by the Board of Education. The school district shall inform the community it serves of this resolution by publicizing it in an adequate manner, including but not limited to the district's customary methods of information dissemination.

(b) Each local school district shall develop two affirmative action programs or plans, which shall include time-tables for corrective action to overcome the effects of any previous patterns of discrimination which may exist and a systematic internal monitoring procedure to ensure continuing compliance.

1. One such program or plan shall include, but need not be limited to, action as required by Section 5, School and Classroom Practices, of this Subchapter.

2. Another program or plan shall include, but need not be limited to, action as required by Section 6, Employment/Contract Practices, of this Subchapter.

3. The programs or plans shall be made available for review to all interested parties.

(c) Each local school district shall designate a member of its professional staff as the affirmative action officer to coordinate and implement the district's efforts to comply. The progress of the district in complying shall be reported by the Superintendent to the Board of Education as it shall require.

(d) As part of its affirmative action programs or plans, each local school district shall arrange for or provide in-service training for school personnel on a continuing basis to identify and resolve problems arising from prejudice on the basis of race, color, creed, religion, sex, ancestry, national origin, or social or economic status.

(e) Each Board of Education shall adopt and approve courses of study, instructional materials, and programs designed to eliminate discrimination and promote understanding and mutual respect between children of different races, colors, creeds, religions, sexes, ancestries, national origins, or social or economic status. Community involvement in this process shall be encouraged.

(f) The local school district shall evaluate courses of study and instructional materials already in use to determine whether they are designed to achieve the objectives set forth in (e) and shall supplement them as necessary where they are not so designed. As the use of such courses and materials is discontinued in the normal course of events, the local school district shall replace them with courses and instructional materials designed to meet the objectives set forth in (e).

6:4-1.4 Technical Assistance

The Commissioner or designee shall provide technical assistance to local school districts for the development of policy guidelines, procedures, and in-service training for school personnel so as to aid in the elimination of prejudice on the basis of race, creed, color, religion, sex, ancestry, or social or economic status.

6:4-1.5 School and Classroom Practices

(a) No student shall be denied access to or benefit from any educational program or activity solely on the basis of race, color, creed, religion, sex, ancestry, national origin, or social or economic status.

(b) There shall be no differential requirements for completion of course offerings or courses of study solely on the basis of race, color, creed, religion, sex, ancestry, national origin, or social or economic status.

(c) There shall be no discrimination against students because of pregnancy, childbirth, pregnancy-related disabilities actual or potential parenthood, or family or marital status. A student shall not be excluded from any educational program or activity because of pregnancy or related conditions unless she so requests or a physician certifies that such exclusion is necessary for her physical, mental, or emotional well-being. If she is excluded for these reasons, she must be provided with adequate and timely opportunity for instruction to continue or make up her schoolwork without prejudice or penalty.

(d) Public school students shall not be segregated on the basis of race, color, creed, religion, sex, ancestry, national origin, or social or economic status.

(e) No course offering, including but not limited to physical education, health, industrial arts, business, vocational or technical courses, home economics, music, and adult education, shall be limited on the basis of race, color, creed, religion, sex, ancestry, national origin, or social or economic status.

(f) The athletic program, including but not limited to intramural, extramural, and inter-scholastic sports shall be available on an equal basis to all students regardless of race, color, creed, religion, sex, ancestry, national origin, or social or economic status. The athletic program as a whole shall be planned to insure that there are sufficient activities so that the program does not deny the participation of large numbers of students of either sex.

1. The activities comprising such athletic program shall receive equitable treatment, including but not limited to staff salaries, purchase and maintenance or equipment, quality and availability of facilities, scheduling of practice and game time, length of season and all other related areas or matters.

2. A school may choose to operate separate teams for the two sexes in one or more sports and/or single teams open competitively to members of both sexes, so long as the athletic program as a whole provides equal opportunities for students of both sexes to participate in sports at comparable levels of difficulty and competency.

(g) School personnel shall not use tests, procedures or other guidance and counselling materials which are differentiated or stereotyped on the basis of race, color, creed, religion, sex, ancestry, national origin, or social or economic status.

When informing students about possible career, professional and/or vocational opportunities, school personnel shall in no way restrict or limit the options presented to students on the basis of race, color, creed, religion, sex, ancestry, national origin, or social or economic status.

6:4-1.6 Employment/Contract Practices

(a) All persons regardless of race, color, creed, religion, sex, or national origin shall have equal access to all categories of employment in the public educational system of New Jersey.

(b) All New Jersey public school districts shall comply with all State and Federal laws related to equal employment, including but not limited to the New Jersey Law Against Discrimination (N.J.S.A. 10:5-1 *et seq.*), Title VII of the Civil Rights Act of 1964, as amended by the Equal Employment Opportunity Act of 1972, Executive Order 11246 as amended, Equal Pay Act of 1963 as amended, and Title IX of the Education Amendments of 1972 (Higher Education Act).

(c) No school district shall enter into any contract with a person, agency, or organization if it has knowledge that such person, agency, or organization discriminates on the basis of race, color, creed, religion, sex, ancestry, national origin, or social or economic status, either in employment practices or in the provision of benefits or services to students or employees.

6:4-1.7 Compliance

(a) Each school district shall submit to the Commissioner of Education or designee a copy of its Resolution of Equal Educational Opportunity (See Section 3 (a) of this Chapter) and the name of its affirmative action officer (See Section 3 (c) of this Chapter) within 60 days of the effective date of these regulations.

(b) Each school district shall, within 120 days of the effective date of these regulations, submit its proposed program or plan of affirmative action for School and Classroom Practices (See Section 3 (b) of this Chapter).

(c) Each school district shall, within 180 days of the effective date of these regulations, submit its proposed program or plan of affirmative action for Employment/Contract Practices (See Section 3 (b) of this Chapter).

(d) The Commissioner or designee shall review the programs or plans, approve or reject said plans and shall notify

the school system of his decision within 60 days of receipt of the plans.

(e) If the plan is in any way unacceptable, the Commissioner shall designate a person or persons to work with the school district to develop an acceptable plan, which must be completed and approved within 60 days of the receipt of the notice that the original plan was unacceptable.

(f) The plan must be initiated within a time period not to exceed 120 days from the time of its approval and must be fully implemented in accord with an approved time-table.

(g) If within one year of the effective date of the affirmative action plan a school district is still found not to be in compliance with these regulations or its plan was not implemented, the Commissioner may initiate, with the approval of the State Board of Education, action to suspend, terminate or refuse to award continued Federal or State financial assistance. The Commissioner may also make referral to any appropriate judicial and/or administrative Federal, State or local agencies.

6:4-1.8 State Review and Evaluation

(a) At least once every three years the Commissioner or designee shall review and evaluate the progress of each school district in implementing its affirmative action plan. If sufficient appropriations exist, the Commissioner may utilize the services of qualified independent consultants to effectuate the review and evaluation. The Commissioner shall provide each local school district with a copy of such analysis.

(b) The Board of Education of each local school district shall make available to the community a summary of the review and evaluation in accordance with the procedures adopted pursuant to N.J.A.C. 6:4-1.2 (a).

(c) Any and all inadequacies in the program plan as revealed in the review and evaluation shall be corrected as soon as is practicable, but in no case shall correction of the plan be delayed more than 60 days from receipt of notice of inadequacy or noncompliance. If such inadequacy is not corrected in the specified time, it shall result in the procedure described in 6:4-1.7 (g).

6:4-1.9 Appeals

In accordance with N.J.S.A. 18A: 6-9, any individual may petition the Commissioner of Education to resolve a dispute arising under these regulations pursuant to procedures set forth in N.J.A.C. 6:24-1.1 *et seq.*

6:4-1.10 Effect of Related Statutes

The obligation to comply with these regulations is not obviated or alleviated by any State or local law or rule or regulation of any organization, club, athletic or other league or association which would limit the eligibility or participation of any student on the basis of race, color, creed, religion, sex, ancestry, national origin, or social or economic status.

An order adopting these rules was filed and effective May 20, 1975, as R. 1975 d, 137.

This notice is published as a matter of public information.

SOCIAL AWARENESS

Where are You Now?

What Do You Know About The Law?

What Do You Know About Jobs, Women and Men in the Labor Market (World of Work)?

Start by testing yourself on the laws. This is a self-test to start your thinking about an important law which affects all students. You may want to read more about the laws, therefore, the New Jersey Law regarding Equity in Education in part is included in this section and several highlights of Federal Laws. A good resource person for any questions you may have would be the affirmative action officer in your school district.

The exercises consists of 10 items. Go ahead! See how well you do. Answers are provided in order that you might compare your responses with those considered to be adequate choices.

1. Do students have a right to enroll in any course of study for which they qualify in public schools?
2. When informing students about possible career, professional and vocational opportunities, is it legal for school personnel to restrict or limit the options presented to students on the basis of race, color, creed, religion, sex, national origin, or social or economic status?
3. Is it true that you have the legal right to seek a job for which you qualify to perform and may not be refused solely on the grounds of your sex?
4. Is it true that the law requires women and men to receive equal pay for performing substantially equal work on jobs which require essentially the same skill, efforts and responsibility in the same establishment?
5. Do both females and males who are full-time students have the right to seek employment in a retail or service establishment if they are at least 14 years of age?

6. New Jersey Title 6 Law is concerned only with discrimination against women. True or False?
7. Vocational programs which in the past have been designed for one sex or the other (such as home-economic and woodshop) may continue to be offered to the female and male students in the traditional way. True or False?
8. Co-ed grouping in physical education classes is permitted on the basis of size, skill, ability. True or False?
9. Which office in the State Department is concerned with helping schools provide equity in vocational education?
10. Is it true that all public schools must have an affirmative action plan?

ANSWERS

1. It is illegal for any public school receiving Federal financial assistance to deny students admittance because of their sex.
2. It is not legal. The law states that school personnel shall not restrict students in any way.
3. It is true that you may not be refused a job for which you qualify based on your sex alone.
4. It is true that the law requires equal pay for equal work.
5. Yes. There is no minimum age restriction for employment in agriculture for a full-time student outside of school hours.
6. False, the law protects males, races, color, creeds, religion as well as other things.
7. False, vocational programs such as home-economic and woodshop must be open to all students.
8. True, but not on the basis of SEX even for contact sports.
9. Office of Equal Access. Division of Vocational Education and Career Preparation (609) 292-2212.
10. It is true and the Office of Equal Educational Opportunity by law holds schools responsible to prepare a plan and file it in that office. (You may be interested to see your school's affirmative action plan.)

Follow-Up Activities

1. Find out who the affirmative officer is and discuss the function of the office and the equity laws.
2. Check out your feelings about equal access for boys and girls. What do they know about the laws?
3. Visit vocational and industrial arts departments in your school to find out about vocational courses. Do you see male and female concentrations in certain classes? Why? Why not?
4. Explore the law with school counselor personnel. Share ideas and "feelings" with them and your child.

Career Mixer

Read the items below. Check any that applies to you. Now discuss your answers with your family and/or friends. This exercise probably helped you remember doing some jobs which were not traditional for your sex. Some items should help you think about the benefits of sex-fairness.

- _____ 1. I have worked as a sales person..
- _____ 2. I like who I am.
- _____ 3. I entered education after I turned thirty.
- _____ 4. I have dug ditches for pay.
- _____ 5. I would be willing to work outside education for one year.
- _____ 6. I have attended a vocational school.
- _____ 7. I am engaged in two occupations.
- _____ 8. I am in a nontraditional occupation for my sex.
- _____ 9. I quit college, then returned.
- _____ 10. I would like to run for political office.
- _____ 11. I have felt discriminated against in a job situation.
- _____ 12. I am doing what I said I wanted to do at 18.
- _____ 13. I have been a waitress or waiter.
- _____ 14. I have painted a house for pay.
- _____ 15. I would not consider changing jobs.
- _____ 16. I have worked at a most unusual job.
- _____ 17. I would like to retrain.
- _____ 18. I have worked for pay in 5 or more jobs.
- _____ 19. I have been a secretary.
- _____ 20. I have been unemployed.
- _____ 21. My formal education prepared me for my present job.
- _____ 22. I considered dropping out of school.
- _____ 23. My teachers encouraged me to go to college.
- _____ 24. I re-entered the workforce after having raised a family.

Some Statistics

In 1975, nearly 37 million were working or looking for paid work outside the home.

-Women as well as men work to provide for themselves and for their families.

-During the decade 1965 to 1975, there were about 14 million jobs developed in new and expanding industries which provided jobs for more than 9 million women and nearly 5 million men.

-Nine out of ten women enter the labor force as wage-earners some time in their life span.

-Nine out of ten girls will work at some time in their lives.

-The number of working mothers (women with children under 18) has increased about ninefold since 1940.

-Women workers are concentrated in low-paying dead end jobs, resulting in lower earnings for women. Women earn about three-fifths the salary of a male worker.

-It is frequently the wife's earnings which raises the level of living of many families, and for some families this means their elevation above the poverty level.

-Women are 77% of all clerical workers. Clerks are among the lowest paid in business.

Source: United States Department of Commerce. Bureau of the Census, The Bureau of Labor Statistics.

PARENTS CAN HELP

Finding ways of eliminating sex-bias and sex-role stereotyping is a major problem in vocational education and career preparation. Parents can help generate student interest. Parents can encourage participation in interesting vocational training which should lead to lucrative, non-traditional jobs and careers when the young person enters the occupational world.

Every individual, at some time in life, is or will be faced with situations where a decision must be made whether to follow traditional paths or whether to have the courage to depart from the ordinary to satisfy personal needs and desires.

Selecting careers may require females and males to be different, to cross lines into fields designated for males or females. Since choosing a career is a long and serious process, beginning in pre-school and extending over years, parents can become realistically involved in helping children make sound decisions:

.ENCOURAGE early, un-biased career planning. Think through with the child and explore all possibilities. Discourage the idea of different careers for women than for men.

.Point out particular talents and abilities the child has and explore ways these strengths might be suitable for certain careers or occupations regardless of the sex of the child.

.ENCOURAGE your child to explore all routes to occupational success. In an age of technology, a college education is no longer the surest route to the good life. Investigate offerings in vocational schools and technical institutes. Other educational options for youth (females and males) includes the armed services and community colleges.

.ENCOURAGE exploration in the scientific and technical fields such as: electronics, communications, and service occupations.

WHAT YOU CAN DO

Encourage daughters and sons to pursue vocational skill and career development in areas which maximizes their strengths.

Explore seriously, with your child any interests in specific careers and occupations whether or not they were traditionally dominated by one sex or the other.

ENCOURAGE further investigation of that career or occupation:

- with a school counselor;
- with a relative or friend in that job;
- by direct contact with business/industry;
- by consulting the Dictionary of Occupational Titles, Occupational Outlook or other literature in the guidance department, library, magazine or newspaper;
- by visiting a vocational class or school which offers such training.

KEEP abreast of job market demands and the required training for jobs.

EXAMINE your own values related to schooling and work and relate these to the realities of the interests, abilities and aspirations of your child.

BE FLEXIBLE realizing the variety and wide range of possibilities from which to select.

EXAMINE the Clusters of Careers with your child taking note of the varying levels of educational requirements, wage or salary scales and opportunity for advancement up the ladder.

AS PARENTS...

Be aware of the changes in the job-market which require vocational and technical training to fill present jobs, and some occupations that will be open in the future. Be open to the concept of equal access, that is...jobs and careers for people, as opposed to jobs and careers for boys and jobs and careers for girls.

AS PARENTS...

Think of some important changes in the roles of family members, yours as well as other families. Many of these changes are a direct result of the needs economic or other and the desire of more and more women entering paid employment outside of the home. Help your child understand reasons why many women are now in the labor force and why family members share roles and responsibilities.

AS PARENTS...

Consider the many facts about the changes taking place in our society which require role changes...more leisure time, more gadgets and devices to simplify homemaking, the economics related to a chosen level of living.

AS PARENTS...

Be assured that vocational education is moving to meet the educational and training needs of all students regardless of their sex. Programs, recruitment of students and teaching strategies are being modified to attract boys and girls.

BE INVOLVED!

Increase the information you have about vocational and other school programs;

Explore with vocational counselors, cooperative teachers and others the range of non-traditional jobs and career opportunities available to both sexes;

Gain as much information as possible about the school's efforts to eliminate sex bias and sex role stereotyping in school programs and practices. Is there some way you can contribute to these efforts?

Familiarize yourself with the laws which provide for equal opportunity for all students in public schools;

Work with the school to assure that:
children are aware of and explore new and non-traditional careers.

Perhaps you or someone you know is employed in an interesting, unusual or non-traditional job. You could share this with your child and the class in which your child is enrolled.

A LOOK AT THE OCCUPATIONAL CLUSTERS

In thinking about careers and occupations you should be familiar with the "cluster" concept. A career cluster consists of any number of different jobs that are in the same field and which are under the same classification. An example of an occupational cluster is communications and media. If you are interested in this cluster you might think about being in: advertising, photography, broadcasting, newspaper reporting, press operator, technical illustrating or a control room operator.

We could go on and on listing jobs related to each of the 15 clusters. Some jobs are entry-level or starting positions. Many job opportunities in a cluster may become available. Sometimes, to be eligible for the new openings, some training is necessary. Some will be formal and some will be on-the-job training. When people enjoy their work and want to remain in the field they are in, they are willing to be trained for advancement on the job.

Research indicates that most people will change jobs at least 7 times in their work lives. People change jobs when there is a demand in the job market for new workers. Remember that there are nearly as many females as men in today's labor force to be trained for new and developing occupational areas.

In the next section, some occupational clusters are shown with some options in the cluster, preparation needed, subjects students should be taking (and be "good" at). For each cluster given there are some suggested activities. Be flexible, be fair and have fun thinking and finding out about the exciting possibilities.

CLUSTER AREAS AND RELATED OCCUPATIONS

HEALTH

Dental Hygienist
Hospital Administrator
Medical Record Librarian
Medical Technologist
Nuclear Medical Technician
Pharmacist
Physician
Practical Nurse
Rehabilitation Counselor
Social Worker
Veterinarian
X-Ray Technician

ENVIRONMENT

Air Pollution
Agricultural Resource
Ecologist
Fish
Radiological Technician
Recreation
Wild Life

MANUFACTURING

Aerospace Manufacturing
Atomic Energy Industry
Automobile Industry
Baking Industry
Cannery
Food Processing Industry
Plastic Industry
Pulp and Paper Industry
Rubber Industry

TRANSPORTATION

Aeronautics
Air Traffic Controller
Bus Driver
Civil Technician
Shipping
Truck Driver

COMMUNICATION AND MEDIA

Audiovisual Technician
Broadcasting
Media Projectionist
Motion Pictures
Newspapers
Publications
Record Making
Television

CONSTRUCTION

Carpenter
Electrician
Heavy Equipment Operator
Mason
Painting and Decorating
Plumbing and Pipe Fitting
Refrigerating Technician
Roofing
Welder

MARKETING AND DISTRIBUTION

Advertising
Automotive
Building Materials
Distributive Education
Farm and Garden Supplies
Finance and Credit
Florist
Food Distribution
Home Furnishings
Hotel and Lodging
Industrial Marketing
Insurance
Petroleum
Real Estate
Retail Trade
Transportation
Wholesale Trade

AGRICULTURE, BUSINESS AND NATURAL RESOURCES

Agriculture Technician
Citrus Industry
Farm Crop Technician
Forestry
Geologist
Lumber Industry
Rubber Industry
Nursery Technician
Petroleum Industry
Soil and Conservation
Wild Life Technician

MARINE SCIENCE

Aquarist
Estuarine Technician
Fishing Occupations
Marine Life Technician
Marine Pharmacognesy
Ocean Fish Technician
Sea Duty Technician
Ship and Boat Operation
and Maintenance

PUBLIC SERVICES

Armed Forces
Fire Fighter
Lawyer
Police Office
Social Worker
Teacher
Urban Planner

PERSONAL SERVICES

Cosmetologist
Marriage Counselor
Tailor
Seamstress
Travel Guide
Waiter/Waitress

HOSPITALITY AND RECREATION

Arts and Crafts
Athletics
Dancing
Drama
Music
Outdoor Activities
Water Sports
Winter Sports

CONSUMER AND HOME-MAKING RELATED

Baker
Cook/Chef
Food Service Supervisor
Home Equipment
Interior Decorating
Meat Cutter
Quantity Food Occupation
Waiter/Waitress

BUSINESS AND OFFICE CAREERS

Accountant
Bank Teller
Bookkeeper
Computer Programmer
Insurance Underwriter
Typist
Secretary

FINE ARTS AND HUMANITIES

Astronomer
Clothing and Jewelry
Designer
Commercial Artist
Performing Arts
Printing

SELECT →



COMMUNICATIONS AND MEDIA

The job market for technicians is continuously growing, especially in the radio - TV broadcasting field. Opportunities are reported to be in more than 6,500 radio and 695 TV broadcasting stations in the industry. Other jobs such as house wiring, electrical repair are well paid and open to men and women.

WANT TO BE	THEN GO TO	BE GOOD AT	TRY THESE
Electrical Inspectors	High school and vocational training, for training as a carpenter, electrician, or plumber apprenticeship would be required	General subjects	Try a class project involving an electrical system using batteries.
TV and Radio Service Person	Technical school, vocational high school and study of electronics, theory, apprenticeship.	Math, high school physics, mechanical drawing and electric shop, English and speech.	Try using an electronic kit or amateur radio. Join the science club in high school. A field trip to service a center in large companies would be interesting.
Electrical Repair Worker	High school vocational, on-the-job apprenticeship. Examination for licensed electrician.	Algebra, trigonometry physics, electricity and basic science courses. Special: blue print reading.	Write U.S. Department of Labor for information about occupations and job opportunities with the federal government.
Technician-Radio-TV Broadcast	High school and electronics in technical school, on-the-job training. Federal Communication Commission License.	Math, science, mechanical training.	Practice working in groups to produce sound effects, lighting for school plays or assemblies.
Electronic Data Processing Machine Operator	High school essential business school helpful. On-the-job training for 1-6 months	Math, algebra, English business and office mechanics.	Visit a company which uses computers. Examine computer printouts, data cards and data processing equipment.

GO ON →

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SELECT



CONSTRUCTION

Prepare for the field of construction and related occupations. Opportunities are available with general contractors, railroads, public utilities, factories, governmental agencies, and highway departments in most areas of the U.S. There may be several construction sites in your town.

WANT TO BE	THEN GO TO	BE GOOD AT	TRY THESE
Drafter	High school vocational shop - wood, metal electrical, apprenticeship training.	Science, math mechanical drawing	Visit a drafting room in a vocational school near you. Examine the equipment and speak with drafting students.
Painter, Production	High school desirable apprenticeship or on-the-job training	Math, science and physical ed. art	Observe a worker in a Print Shop or ask your teacher to invite a worker to speak to your class.
Landscapers	High school and on-the-job training	Science, math, physical ed.	Visit a nursery or greenhouse. Try a project at home.
Building Crafter	High school and on-the-job training	Math, science, physical ed., mechanical drawing	Observe the worker, get a job as helper as soon as possible.
Interior Designer	2 or 3 year course in art school and on-the-job training	Math, science, english art	Observe the worker. Try your own artistic ideas at home and at school.
Glazier (glass)	High school and 3 year apprenticeship.	Math, science, and physical ed.	Visit an establishment where glass is prepared, work part-time for a construction company as helper.
			Select from the options and do some research. Don't forget to use the library and your Career Ed. Center.

GO ON

SELECT

MANUFACTURING

SELECT →



Industrial Production
Related Occupations

Persons interested in occupations in industrial production work may work for manufacturing companies, governmental agencies, construction companies, railroads, public utilities and other employers.

WANT TO BE	THEN GO TO	BE GOOD AT	TRY THESE
Welder	High school and/or trade vocational school, on-the-job training	Math, science, and mechanical shop.	Prepare a report for one of your subjects, visit any of the below: a ship yard, auto body shop, steel workers, public utilities company.
Upholsterer	High school, vocational school	Math, science, art housing interior, decorating textiles, mechanical art.	Visit an upholsterer shop, talk with worker, research related materials appropriate for home or industrial upholstery. Auto assembly plants employ upholsterers also.
Tool and Die Maker	High school apprenticeship	Math, science, mechanics	Visit machinery manufacturing industries. Talk with machinist.
Technicians (Air Conditioning)	High school and two years at a technical school or jr. college	Science, math, mechanics, English, business	Visit manufacturing concerns etc., repair shops, study manuals.
Technician (Atomic Energy)	High school, Technical Inst., on-the-job training	Physical science, math, electronics	Write to your State Offices Department of Labor, Civil Service Office and to the Atomic Energy Commission for information.

GO ON →

SELECT →

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PUBLIC SERVICE

The service occupations employ people in various jobs that relate to protection of life and property. This cluster also includes the areas of health services and the fast-growing field of recreation, such as occupations in hotels and state parks, etc. Can you think of others.

WANT TO BE	THEN GO TO	BE GOOD AT	TRY THESE
Firefighter	High school ed, written test of intelligence, continuous education plan, two year post H.S. in fire technology.	Routine physical exercise, learn to take test well. Practice courage building. Fundamental of science physical ed., communications.	Have a firefighter come to to school. Plan to attend training sessions, take life saving courses.
Police Officer	High school education. Civil service examination.	Communication, physical ed., and health, business, law, math, history, and psysical self-defense, sports, educational process, writing up observations.	Talk to local police, visit college program, see about police cadets.
Therapists (Inhalation)	High school plus 2 years in hospital school of inhalation.	Health ed., math, science, communication. Ability to work in groups.	Visit hospital, talk to worker, volunteer to work,
Technologists-Radiologic (X-Ray)	High school plus 2 years in hospital school of X-Ray Technology Examination	Math, science, English business and office.	Visit hospital, volunteer to work.

* Dictionary of Occupational Titles, Fourth Edition, 1977 - U.S Dept. of Labor

* Encyclopedia of Careers and Vocational Guidance, Vol. II Careers and Occupations

- J.G. Ferguson Publishing Company - Chicago

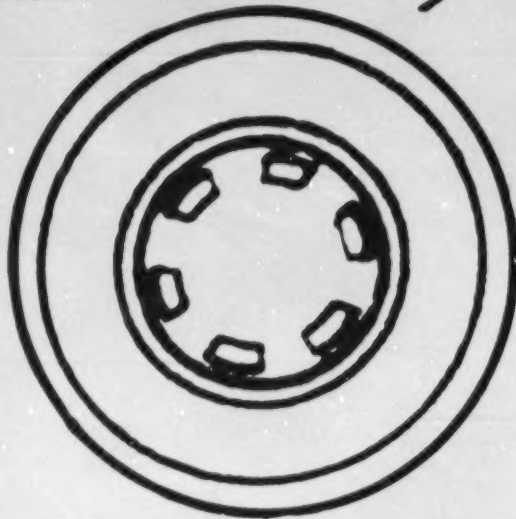
- Double day Company, Inc.

Good Ref: Mitchell, Joyce, Other choices for Becoming a Women. (Pittsburgh : KNOW Inc. 1974

Suggestion - H.S. girls.

TRANSPORTATION

SELECT →



Transportation Related Occupations

Transportation occupations provide opportunity for employment with railroads, water air transportation companies. There are jobs in passenger services and many miscellaneous transportation occupations... Drivers, Mechanics, etc.

WANT TO BE	THEN GO TO	BE GOOD AT	TRY THESE
Industrial Traffic Manager	High school and beyond for advanced levels, college.	Reading, geography, English, math, chemistry, physics, bookkeeping, typing and business practice, safety ed., charting, map reading	Examine materials in the school library or Career Education Center.
Telegraphers (Railroad Traffic)	High school, examination to screen out color-blindness.*	Communications, typing or similar skill, physical ed. and health.	Observe a worker.
Truck Driver or Bus Driver	High school and driver training course	Safety ed., communication, geography, business.	Interview a truck driver.
Mechanic, Airplane	High school plus 18-24 months trade or technical school, 3-4 years apprenticeship. License FAA (Federal Aviation Agency).	Math, science, English, physics, and chemistry.	Visit an airline repair shop. Ask your teacher to invite a person working in this cluster to speak to your class. What about viewing film loops, film strips, and 16mm films...

* Dictionary of Occupational Titles, Fourth Ed., 1977. Occupational Outlook Handbook 1978-1979 edition. Science Research Associates, Handbook of Job Facts.

GO ON →

SELECT →

VOCATIONAL EDUCATION

There is some change in vocational education, but much more is needed! We do see some movement of women into the skilled trades, technical and service areas as well as the movement of males into fields which have been dominated by women. Again, new technology has created new jobs. More and more kinds of jobs are developing. Girls and women will need to accelerate their training actions to prepare to fill these jobs.

Below is a list of some of the jobs that will be most needed in the years ahead. Look at the jobs---think of all the possibilities of jobs within jobs or job clusters and think also about the salary ranges for each of the jobs listed. If any area interests you, refer to the Dictionary of Occupational Titles for more information. Also, the Career Education Center may provide you with more informational sources. Also check the library.

<u>Job Title</u>	<u>Average Annual Income</u>
Air Conditioning, Heating and Refrigeration Mechanic	\$11,700 - \$25,085
Auto Body Repairer	\$20,900
Auto Mechanic	\$19,500
Business Machine Repairer	\$10,700 - \$20,900
Carpenter	\$22,300
Dental Laboratory Technician	\$15,300 - \$19,200
Electrician	\$15,300 - \$24,500
Plumber	\$25,100
Police Officer	\$10,000 - \$22,500
Press Operator	\$19,500
Sheet-metal worker	\$24,400
Tool-and-die maker	\$17,800
Travel Agent	\$10,000 - \$21,400
Truck Driver (local)	\$17,800
Welder	\$11,700 - \$26,800

Other areas where there will be many job openings in the future fit under a general classification called "Occupational Clusters." A cluster is a group of jobs which are related to a general classification and where training for one job in a cluster may enable an individual to move freely to other areas within that same cluster. For instance, you may be interested in Communications and Media. Here are some jobs in the communications and media field. These jobs may be held by anyone with the proper training; some entry level, others may be more advanced.

Photography
Telephone Repair
Commercial Art
Typesetter
Camera Room Developer
Lineotype Operator
Technician (Various Types)

WHAT ABOUT VOCATIONAL EDUCATION
IN THE FUTURE OF YOUR CHILD?

There are several ways of pursuing and achieving career and occupational goals for the future. You may want to investigate with your child such options as:

...enrolling in an Apprenticeship Program

...attending an area Vocational School

...attending a Technical Institute

...enlisting in the Armed Services (Many females and males choose this route because of the continuing educational opportunities.)

...attending a Two or Four Year College.

Today, in most schools "mini" courses give students a sampling of vocational and other courses. Some students are in "work study" programs while some vocational students opt for cooperative programs in high school. Co-op programs like apprenticeships provide real job experiences to participating students. The concept of apprenticeships for females is expanding rapidly and is preparing women for non-traditional wellpaid employment.

Don't be reluctant to SELECT vocational education. Vocational Education is Changing! Where you use to see mostly male shops and female homemaking classes...you now see a better balance of both males and females in shops and home economics classes.

VOCATIONAL EDUCATION FOR BOTH SEXES IS IN :

IT IS NEEDED BECAUSE . . .

MANY NEW AND EXISTING OCCUPATIONS REQUIRE
VOCATIONALLY TRAINED PERSONNEL.

The Role of Vocational Education

With the help of the laws against discrimination and affirmative action programs, employers are meeting the challenge of equality in employment opportunity. More and more men and women every day are entering nontraditional jobs.

Vocational Education is responding to the change and is taking a leadership role with its efforts to eliminate sex discrimination, sex bias and sex stereotyping in all vocational education programs in the state. By encouraging young men and women to consider all options, regardless of their sex, before making a career choice, vocational education is taking the steps toward ensuring equal opportunity.

New Jersey's State Department of Education's Division of Vocational Education and Career Preparation has established the Office for Equal Access to direct the effort of furnishing equal opportunity in all vocational programs and eliminating sex discrimination, sex bias and sex stereotyping in accordance with Title II of the Education Amendments of 1976.

SCHOOL, PARENTS AND STUDENTS, TOGETHER, SHOULD EXPLORE MORE SPECIFICS ABOUT EDUCATIONAL PREPARATION. HERE ARE SOME SOURCES TO BE INVESTIGATED.

TYPES OF TECHNICAL EDUCATION

CORRESPONDENCE

ON-THE-JOB-TRAINING

APPRENTICESHIP

ARMED FORCES

PRIVATE TRADE, TECHNICAL, AND BUSINESS SCHOOLS

PUBLIC TRADE, TECHNICAL, AND BUSINESS SCHOOLS

PRIVATE 2 YEAR COLLEGES

PUBLIC 2 YEAR COLLEGES

GUIDELINES FOR SELECTING A TECHNICAL SCHOOL

SPEAK WITH PRESENT AND FORMER STUDENTS

ASK WHAT PERCENT DID NOT FINISH AND WHY

VISIT THE SCHOOL

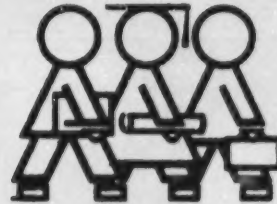
CONTACT POTENTIAL EMPLOYER

CONTACT BETTER BUSINESS BUREAU

CONTACT TRADE ASSOCIATIONS

CHECK ACCREDITATION

- A. NATIONAL ASSOCIATION OF TRADE AND TECHNICAL SCHOOLS (NATTS)
- B. ASSOCIATION OF INDEPENDENT COLLEGES AND SCHOOLS
- C. NATIONAL HOME STUDY COUNCIL
- D. STATE DEPARTMENT OF EDUCATION



HERE'S WHERE TO GET INFORMATION:	
SOURCE	LOCATION OR (CONTACT)
Dictionary of Occupational Titles	Library, Career Resource Center
Guidance Information System	School Library, Career Resource Center, County Library
Texts	Career Resource Center Library - Classroom
Filmstrips	Career Resource Center Library - Media Center
Films	Library, Career Resource Center, Media Center
Audio Tapes	Library, Career Resource Center, Media Center
Specialist in Field	Consult Career Education Specialists, Teachers; Cooperative Education Teachers
National Association, Unions	Library, Parents, Career Resource Center, Community
Teachers in the Field and School Counselors	School: Junior High School, High School, Area Vocational School

OTHER SOURCES OF INFORMATION

Now that you have rated your personal priorities in terms of occupational needs and listed the skills which you possess, it is time to seek out more information from those people with whom you deal daily.

FAMILY MEMBERS: Sit down with a family member and discuss your future educational and career plans. Ask for opinions regarding how well they think you might fit into various career fields.

SCHOOL COUNSELOR: Your counselor has access to your specific test results, your report card grades, your attendance since you started school, and your health record; Is well qualified to interpret the meaning of these records to you in terms of a career. In addition, your counselor can arrange for you to take the following specialty tests:

OVIS: OHIO VOCATIONAL INTEREST SURVEY
GATB: GENERAL APTITUDE TEST BATTERY
ASVAB: ARMED SERVICES VOCATIONAL APTITUDE BATTERY
KUDER PREFERENCE TEST
PSAT: PRELIMINARY SCHOLASTIC APTITUDE TEST
SAT: SCHOLASTIC APTITUDE TEST (college boards)
CMI: CAREER MATURITY INVENTORY

FRIENDS: Good friends can give you valuable insight into the way you appear to others.

TEACHERS: Career discussions in class or after school with your teachers can provide valuable information regarding how others see you in terms of responsibility, promptness, and neatness in completing assigned tasks.

EMPLOYEES: People working in jobs or job areas of interest to you can be very helpful.

CAREER RESOURCE CENTER: Most Career Resource Centers have books, pamphlets, tapes, sound filmstrips, magazines, movies and other materials that you should examine.

BENEFITS TO BOTH SEXES

REMEMBER...

- ...With equal chance for males and females, both may prepare for any job they wish...Usual or not usual for their sex!
- ...People who are non-traditional do not limit their choices for paid work outside the home. Most jobs can be done by anyone who is prepared and wants to do the work.
- ...SELECT...from all your options.
 - THINK about the many opportunities.
 - INVESTIGATE all opportunities.
 - CONSIDER your interests.
 - ANALYZE your abilities and
 - PLAN for what you need and want to "do" and "be" as a working adult. Choosing vocational training is one way of reaching your goals.

Students today have a lot going for them. Schools are seeking ways to help students be all they can be. Parents, communities, businesses and industries are becoming more involved. Beside all these...the laws are on your side.

As you look to your own future in a society where roles of individuals and groups are constantly changing, be prepared for change when necessary. Change in society has been going on for centuries. People change their mode of dress, modes of transportation, the foods we buy and the houses we live in, jobs, recreation and education all change.

People change their attitude and opinions.

This is great, especially if the change helps to free individuals or groups from stereotypes and biases.

Change is good when it allows people the right to choose and develop minds, talents and skills that will enable them to enjoy a happy productive life.

Be Wise...SELECT...Your FUTURE

